How to use the Warrior Skills Trainer for effective training.

1. Understand what it is: This system is a rapidly developed combination of a number of simulation systems. It is not perfect. It is a good enough system that allows units to train and use the training experience to quickly identify shortcomings and improve them. It consists of 4 mock-HMMWVs that enable soldiers to drive in a virtual representation of downtown Baghdad, similar to driving in a video game.

Each HMMWV has head-set commo nets that allow trainees to talk to each other and report to a "higher" representative in the simulations control area. This representative should be the person that is leading the training. Each HMMWV also has a laptop with FBCB2 software on it that allows the TC to track his movement in the city and a corresponding map to help him navigate. The vehicles have joysticks in the TCs' area that allow TCs to rotate their view and see what it to the left, right and rear of the HMMWV in the virtual environment. The HMMWV driving, communications and FBCB2 capabilities are supported by the JCATS simulation. All friendly, enemy and non-combatant events that occur while driving are produced by JCATS and its interaction with the virtual driving systems. The Hummv's cannot engage the JCATS entities, they are only to drive the reporting/reaction process. Bad things can happen as the Hummv's go about their mission. There is mortar fire, IED's, cross traffic, crowds, etc… in the simulation.

Each HMMWV is also equipped with a mixture of 5 individual weapons and a crew-served weapon (50 cal, M249 or M240). These weapons can be used to engage enemy in a separate simulation scenario that is **not linked** to the driving scenario. Currently the weapons on one side cannot engage the opposite side. However, not all training scenarios necessarily require engagements, which is part of the learning process.

The training system is supported by contract staff members that are experts in the use of all the simulations for training. They will show soldiers how the equipment works and ensure that is operating correctly. The contractors will not evaluate soldier performance or provide any type of tactical advice. The contractor will provide a brief overview of each piece of equipment mounted on the Hummv, but it is a leader responsibility to make sure the soldiers know how to work the weapons and ABCS systems on each platform.

2. Understand its purpose and limitations: The purpose of this training capability is to provide a crawl-level training environment for units to practice motorized TTPs before live training, or as a refresher following live training to work additional TTPs. ***Its use assumes that the unit trainer understands his unit's current abilities and needed training focus.*** It is meant to facilitate the development of leadership and unit TTPs and practice selective parts of Hummv operations.

This system is not intended to focus solely on weapons engagements. The weapons are a part of the overall capability. This training system is not intended to be a

weapons gunnery trainer; units are expected to know how to operate the weapons before arriving.

This training system currently does not provide a 360 degree environment. It provides enough of a virtual environment to allow the unit to encounter common situations and react to them through reporting, communicating between vehicles, movement, and firing if necessary. It is up to the trainer to monitor their activities and address them in AARs following each scenario. The AAR is critical to using this system. Trainers must be prepared to discuss unit SOP's, TTPs and ROE and whether they were effectively employed during a scenario.

3. Understand what it provides. The training system provides the tools to allow the trainer to effectively address training needs. Days before training, the unit training leader must coordinate with the convoy trainer staff to synchronize the training plan. Trainers should communicate with the support staff and identify their desires and the staff will make recommendations on how to best achieve those desires. The lead POC is Mr. Jay Ritz, located in Building 4510 behind the III Corps Battle Simulation Center, at 62nd St and Warehouse. He can be reached at 287-4906, or by email Jay.Ritz@hood.army.mil

4. At a minimum, the training plan should identify:

- The driving scenarios that he wants to use for training. There are 14 baseline scenarios that a trainer can select. He may make small modifications to these scenarios adding or reducing complexity. Significant changes can take up to 2 weeks to develop and test and are currently unavailable due to the high usage rate.
- The events that he wants to occur during the drive. Recommend starting with a simple convoy, without incident. This allows the unit to familiarize themselves with driving in a virtual environment and with the equipment. This simple scenario will also allow the unit to practice communications, orienting weapons, identifying threats, reporting and monitoring their movement on FBCB2 and maps. Once the unit is moving and communicating effectively, the trainer can increase the stress of the simulation by adding events to address TTPs for reacting to these events. Examples are: crowd blocking the route, IEDs, RPGs, ambush, etc.
- The scenarios where he wants to include weapons engagements. He must identify how he wants to orchestrate these events. For example, he may want the unit to drive to a point in the city where they are blocked by a crowd. He may want to pause training and AAR their reaction to the crowd. After discussing this, he may want to start from that point and while the trainees are blocked by the crowd, they get ambushed and use the weapons training systems to react to the ambush.
- Any AAR assistance he may need. He can request to play back the weapons engagements. What point is he trying to make with these play backs? We provide an AAR area, a whiteboard and an easel.

5. To prepare for the upcoming training, the trainer should:

- View the driving scenarios and weapons scenarios he selected. If possible, have the support staff run these scenarios so the trainer can see how they play out on the screens. Request any alterations/modifications a minimum of two weeks in advance.
- Back at the unit, he should review the scenarios he's selected and envision how those scenarios support the training objectives he wishes to accomplish. He should also review 1CAV's briefing guidance on using the trainer.
- Identify what activities will occur in each scenario that will support him in the AAR process. He must know what points he wants to make with relation to unit TTPs and ROE. He must be prepared to note the unit's activities during training and use those as examples during the AAR to address what they're learning.
- He should review unit TTPs and ROE and ensure that the training audience at least has some preliminary knowledge of these.
- After reviewing all these, he should develop a mission order, or at least a concept of the operation. He should also develop a convoy brief. These serve as the tools to get the unit in the mind set for the training and also set the ground work for the AARs.

6. Examples. Some examples of items the trainer should cover in his order or convoy brief:

- Routes, alternates and planned rally points
- Phase lines/checkpoints along the route to monitor progress of the convoy
- Closure actions and reports at destination and upon return
- Enemy threat capabilities and potential courses of action (to include a mine overlay from higher headquarters, if available)
- Likely forms of contact
    - Direct Fire (Sniper, RPG, Ambush)
    - Indirect Fire (Mortars)
    - Obstacles (Man Made or Human)
    - Explosive Devices
    - Visual Contact
- Civilian considerations along the route
- Likely danger areas
- Road surface conditions
- Convoy configuration:
    - Vehicle order
    - Responsibilities
    - Spacing
    - Weapons distribution and orientation
- Security and support forces
    - MP, infantry or other escort
    - QRF, air cover or fire support elements, call signs and frequencies
    - Civilian police
    - Engineers
- En route target reference points

- ROE and RAMP principles
- Ammunition Status
    - Red – rounds loaded
    - Yellow – magazine loaded, chamber clear
    - Green – magazines out, chamber clear
- Weapons Control Status
    - Hold – Engage only if engaged (threat) or ordered to do so
    - Tight – Engage if target is positively identified as enemy
    - Free – Engage unless target is positively identified as friendly
- .50 Cal, M240B, M249 TTP
    - Belt inserted, feed tray closed, bolt forward?
- Battle drills for certain events
    - Actions on contact
    - Actions at an obstacle
    - Actions at human obstacles
    - Actions at the short halt
    - Air guard
    - En route recovery procedures
    - CASEVAC procedures. Ambulance/medical coverage
        - Frequencies
        - Marking LZ's
- Deception plan
- Reconnaissance of the route if possible (air reconnaissance is the preferred method)
- Rest plan for drivers
- Dispersal of combat lifesavers throughout convoy
- Designate responsibilities such as aid and litter teams
- Protective hardening measures within the vehicles
- Dispersal of critical cargo
- Security considerations to prevent pilferage from the convoy
- Dispersal of key personnel throughout the convoy — cross load!
- Identify convoy signals and communications procedures. Call signs, frequencies, audio and visual signals.
- Safety and risk reduction measures
- **Rules of Engagement**

7. **Before training**. Before starting training, the unit trainer must take time to fully prepare the unit for using the trainer, otherwise the training event will fall short of its potential or be ineffective. He must avoid the temptation to quickly get the units into the trainer. The trainer must take the time to:

    - Brief the unit on the training objectives he expects to address and the task condition, and standards that he wants to achieve.

- Brief the unit on how to use the training systems: driving simulation, TC's 360 degree viewer, communications equipment, FBCB2 system, and weapons simulators.
- Brief the unit on the mission order that he's developed to support the training scenario. Familiarize them with the route they will take, showing them on their maps. Point out any checkpoints or known hazards.
- Provide the unit a convoy briefing, as if they were about to execute a real mission.
- Brief the unit on AAR expectations. Tell them how he plans to conduct the AARs and his expectations for participation.
- Brief the unit on the rules for use of the facility, to include responsibilities for clean up.
- Conduct Pre-Combat Checks:
    - Uniform and weapons readiness
    - Knowledge of mission and route
    - Knowledge of battle drills and ROE
    - Vehicles and communications ready
    - TCs fully prepared

8. During a training run, the lead trainer positions himself in the control area. From there, he can monitor the unit's movement along its route. He can communicate and role-play to enhance the scenario. He can also listen to and observe unit actions and make notes for his AAR.

9. At the end of each scenario run, the trainer should have all trainees fall-out of the HMMWVs and conduct an AAR in the established area. Some suggestions for a successful AAR:

- Designate someone to professionally record all AAR comments and ensure they have the equipment to do it. Recommend one person to take detailed notes and one person to record comments on a butcher block during the AAR.
- Review the training objectives that you wanted to achieve with that run.
- Don't fall into the trap of preaching and dictating your thoughts. Help them to discuss and learn by discovery.
- Ask them what happened and why it happened.
- Focus on TTPs and ROE that support the training objectives. Identify shortcomings and successes.
- Ask them what they could have done better.
- Involve all the leaders at a minimum, but asking soldiers is important too. Each soldier must understand his importance to a successful convoy operation.
- Review the next scenario's training objectives and stress items that you all have agreed you want to improve in the next run.
- Do not focus on limitations of the simulations. Everyone knows they do not perfectly represent reality. If it is mentioned in the AAR, manipulate the discussion to focus on what they should expect in reality and how they can address it with this system of tools. If it can't be addressed in this training environment, capture it as a task for follow-on training.

10. Unit trainer should summarize and share tactical and technical lessons learned with the unit, training facility staff, sister elements, BN, BDE and DIV upon completion of the training events. Providing these comments to the training staff enables them to incorporate these lessons into later scenarios. Also take time to provide constructive and well-thought feedback to the training support contractors on ways to improve the training system.

11. **This is the unit's training event. The quality of the training is only as professional as the level of effort of the trainer. The support staff will be professional and will endeavor to ensure the equipment and simulations meet the trainer's requirements.**